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ABSTRACT

Prepared to assist Ohio school personnel in improving nutrition education, this self-appraisal checklist can be used to survey and assess an existing program and to compare it to a quality program exemplified by the checklist items. A brief description of how to use the checklist is followed by 89 items divided into seven categories: philosophy, organization and administration, class management and instruction, staff, curriculum, facilities and equipment, and evaluation. A chart is included for comparing actual scores to highest possible scores and space is provided for listing needed improvements. (Author/DC)

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A Self-Appraisal Checklist for Nutrition Education in Ohio Schools (K-12)

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Introduction

The purpose of this self-appraisal checklist is to assist Ohio school personnel in their endeavors to improve nutrition education. The checklist was prepared by the Nutrition Education Section of the Division of Elementary and Secondary Education, Ohio Department of Education, with valuable assistance from a committee of Ohio educators.

The checklist is organized into seven major categories which represent essential aspects of a school nutrition education program. While the organization of the program, extent of facilities and activities available, staff patterns, and other components of the program may vary widely among schools, the categories are represented to some degree in each school's program. The checklist, therefore, can be useful to a school in surveying and assessing the existing program, and, in turn, comparing it to a quality program exemplified by the checklist items.

How To Use This Checklist

The Self-Appraisal Checklist for Nutrition Education in Ohio's Elementary and Secondary Schools contains 89 items. Each item represents a criterion against which a school's program can be judged. Evaluative criteria are presented in the form of statements which describe attributes of school nutrition education programs. Each statement sets forth a condition which is deemed highly desirable for a quality program. The evaluator should read carefully each statement and determine as objectively as possible the extent to which the statement describes the school's program. This appraisal should be recorded by indicating the extent to which the evaluator believes that the statement describes the school's program.

A 4 rating for an item suggests that the stated attribute of the school's program is very satisfactory; a 3 rating indicates the attribute is satisfactory. A 2 rating may identify an aspect of the program which is borderline between satisfactory and unsatisfactory. A 1 rating suggests a need for program improvement, and 0 indicates that the stated attribute is missing from the program.

A *possible score* is given for each category and for the total program based on a 4 rating for each statement. The *self-appraisal score* is the total of the ratings given by the evaluator and should be compared to the *possible score* to determine the status of each category and of the total program. The "Summary of Scores" and "Score Comparison Chart" should be used to make these comparisons.

When the checklist has been completed, needed program improvements should be identified on the basis of discrepancies between self-appraisal scores and possible scores. The needed improvements should be listed by categories. The list may then give direction to efforts to improve the quality of the elementary and secondary nutrition education program.

1. Philosophy

Possible score: 36 *points*

Self-appraisal score: ___ *points*

Circle appropriate response:

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. A written statement of philosophy for nutrition education is available to all staff.	4	3	2	1	0
2. The philosophy has been developed by administrators, teachers, and support staff.	4	3	2	1	0
3. Nutrition education is an integral part of the total school program.	4	3	2	1	0
4. The nutrition education program reflects and accommodates the diversity of American society.	4	3	2	1	0
5. To implement current understanding about nutrition, students are frequently involved in nutrition learning experiences in the school and community.	4	3	2	1	0
6. The nutrition education program makes use of the school food-service program as a basis for food learning experiences.	4	3	2	1	0
7. The nutrition education program includes aspects of cognitive, affective, and psychomotor learning.	4	3	2	1	0
8. The nutrition education program promotes the development of nutrition competencies.	4	3	2	1	0

9. The nutrition education program is implemented by an interdisciplinary team which includes the administrator, teachers, media specialist, school nurse, guidance counselor, and food service personnel. 4 3 2 1 0

2. Organization and Administration

Possible score: 60 *points* *Circle appropriate response:*

Self-appraisal score: ___ *points*

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. A detailed sequential nutrition education continuum is in use. 4 3 2 1 0

2. Goals and objectives for nutrition education are directly related to the overall written goals of the district or school. 4 3 2 1 0

3. Instruction in nutrition is integrated into each appropriate curricular area. 4 3 2 1 0

4. The nutrition education program enhances the development of basic skills and concepts in all appropriate curricular areas. 4 3 2 1 0

5. Nutrition is taught at each grade level to achieve specified goals and objectives. 4 3 2 1 0

6. Administrative support is provided for implementing the nutrition education program.	4	3	2	1	0
7. Teachers engage in cooperative planning for teaching nutrition.	4	3	2	1	0
8. At least one staff meeting per year is devoted to nutrition education inservice.	4	3	2	1	0
9. The nutrition program relies upon effective instructional techniques as evidenced by:					
a. A variety of instructional techniques appropriate to instructional objectives.	4	3	2	1	0
b. Relating nutrition instruction to extracurricular activities.	4	3	2	1	0
c. Relating nutrition instruction to current topics.	4	3	2	1	0
d. Shared responsibility of students, teachers, administration, and food service staff for the atmosphere in the lunchroom.	4	3	2	1	0
e. Student interaction with teachers, parents, and administrators.	4	3	2	1	0
f. Encouragement of student participation in school meal programs.	4	3	2	1	0
10. Community resources are used to enhance the effectiveness of the nutrition education program.	4	3	2	1	0

3. Class Management and Instruction

Possible score: 52 *points* *Circle appropriate response:*

Self-appraisal score: ___ *points*

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. Nutrition program concepts and activities are integrated into the basic skills curriculum.	4 3 2 1 0
2. Instructional procedures are flexible to provide for teacher creativity in meeting the needs of the individual students.	4 3 2 1 0
3. Classroom learning centers are used to stimulate interest and facilitate independent study in nutrition.	4 3 2 1 0
4. A balance between student-centered and teacher-centered nutrition education activities is provided.	4 3 2 1 0
5. Teachers provide opportunities for individualized study.	4 3 2 1 0
6. Teachers encourage inquiry, problem-solving, and independent and critical thinking regarding nutrition issues.	4 3 2 1 0
7. The nutrition education program makes efficient and effective use of resources including:	
a. Media center.	4 3 2 1 0
b. School food service system.	4 3 2 1 0

c. Other school staff. 4 3 2 1 0

d. Field trips. 4 3 2 1 0

e. Community resources, i.e., residents, libraries, organizations, medical doctors, clinics, and agencies. 4 3 2 1 0

8. Students are encouraged to share in planning learning activities. 4 3 2 1 0

9. Effort is made to upgrade instruction in nutrition education. 4 3 2 1 0

4. Staff

Possible score: 52 *points*

Self-appraisal score: ___ *points*

Circle appropriate response:

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. The administrator responsible for curriculum development provides leadership for nutrition education including the following:

a. Planning and implementing the program. 4 3 2 1 0

b. Convening the nutrition education team. 4 3 2 1 0

c. Promoting positive relationships between team members and other staff. 4 3 2 1 0

d. Incorporating nutrition education into school and community events. 4 3 2 1 0

e. Coordinating nutrition components with subject areas.	4	3	2	1	0
f. Encouraging innovative approaches to teaching nutrition.	4	3	2	1	0
2. A nutrition resource person is available for consultation within the building or district.	4	3	2	1	0
3. Teachers of nutrition share ideas, materials, and strategies through formal and informal meetings.	4	3	2	1	0
4. Staff members are given appropriate incentives for personal and professional growth in nutrition education through:					
a. Staff development.	4	3	2	1	0
b. Graduate work.	4	3	2	1	0
c. Workshops and conferences.	4	3	2	1	0
d. Professional journals or informational materials.	4	3	2	1	0
5. The school or school system has a well-organized inservice education program for improving the quality of instruction in nutrition.	4	3	2	1	0

5. Curriculum

Possible score: 68 *points*

Self-appraisal score: ___ *points*

Circle appropriate response:

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. The nutrition education program is consistent with the stated philosophy of the school.	4	3	2	1	0
2. The nutrition education program is based on established nutrition concepts.	4	3	2	1	0
3. The nutrition education program is developed as a comprehensive K-12 continuum.	4	3	2	1	0
4. A sequential progression in the nutrition education program is delineated within the curriculum.	4	3	2	1	0
5. Learning outcomes in nutrition education are defined for each level, i.e., K-2, 3-4.	4	3	2	1	0
6. The nutrition education continuum is integrated into the curriculum guides for language arts, mathematics, science, health, and social studies.	4	3	2	1	0
7. The nutrition education program is reviewed annually and revised as necessary.	4	3	2	1	0
8. The abilities, interests, and needs of students are considered when developing the scope and sequence of the nutrition education program.	4	3	2	1	0

9. The planned learning experiences in nutrition education are based on principles of child growth and development. 4 3 2 1 0

10. The program provides learning experiences which help the student to:

    a. Gain an appreciation of the role of nutrition in health. 4 3 2 1 0

    b. Understand the role of physical activity in relation to nutrition and health. 4 3 2 1 0

    c. Engage in activities which will maintain general physical fitness. 4 3 2 1 0

    d. Examine personal, psychological, and cultural values regarding food. 4 3 2 1 0

    e. Acquire a knowledge and understanding of nutrition processes and concepts. 4 3 2 1 0

    f. Develop skill in calculating the nutritional value of food eaten. 4 3 2 1 0

    g. Develop skill in selecting food to meet nutritional requirements. 4 3 2 1 0

    h. Develop understanding of the role of school food service. 4 3 2 1 0

6. Facilities and Equipment

Possible score: 40 *points*

Self-appraisal score: ___ *points*

Circle appropriate response:

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. All teachers of nutrition have copies of the K-12 nutrition education continuum.	4	3	2	1	0
2. All teachers have copies of curriculum guides.	4	3	2	1	0
3. In the media center learning materials for nutrition education are available to students, staff and parents, including:					
a. Print materials; food models, games and kits; and audiovisual materials and records.	4	3	2	1	0
b. Equipment for videotaping, recording, televiewing, and record playing.	4	3	2	1	0
c. Bulletin boards, chalkboards, and tables.	4	3	2	1	0
d. Worksheets, newsprint, film, transparencies, and food.	4	3	2	1	0
4. Space is provided for group and individual work.	4	3	2	1	0
5. Storage facilities for nutrition education materials and supplies are adequate.	4	3	2	1	0

6. Appropriate laboratory facilities and equipment are available, including those needed for nutrition projects involving plants and animals. 4 3 2 1 0

7. School food service facilities are used as a learning center for nutrition. 4 3 2 1 0

7. Evaluation

Possible score: 48 *points*

Self-appraisal score: ___ *points*

Circle appropriate response:

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. Evaluation is used to identify teaching-learning strengths and weaknesses. 4 3 2 1 0

2. Evaluation of the nutrition education program is an ongoing process. 4 3 2 1 0

3. Basic nutrition knowledge and students' competencies are assessed at each level of instruction. 4 3 2 1 0

4. The system of evaluation is understood by all participants of the process. 4 3 2 1 0

5. Regular parent-teacher communications are maintained to evaluate student progress in nutrition. 4 3 2 1 0

6. A variety of techniques is used to evaluate students formally and informally including:

   a. Tests - subjective and objective. 4 3 2 1 0

   b. Group or individual projects. 4 3 2 1 0

   c. Participation with the food service program. 4 3 2 1 0

   d. Conferences with students. 4 3 2 1 0

   e. Observation of changes in nutrition knowledge and understanding. 4 3 2 1 0

7. Students, administrators, faculty, and parents share in the evaluation of the nutrition education continuum. 4 3 2 1 0

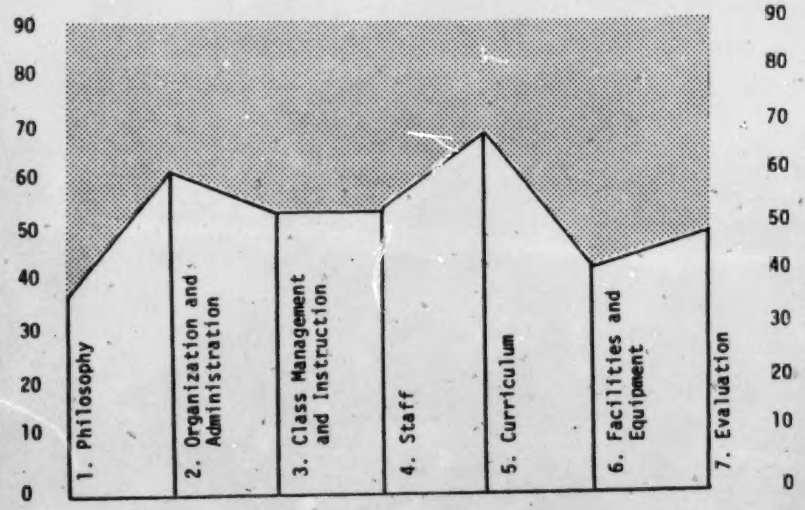
8. The school uses the results of evaluation to upgrade the nutrition education program. 4 3 2 1 0

Summary of Scores

	Possible Score	*Self-Appraisal Score*
1. Philosophy	36	_____
2. Organization and Administration	60	_____
3. Class Management and Instruction	52	_____
4. Staff	52	_____
5. Curriculum	68	_____
6. Facilities and Equipment	40	_____
7. Evaluation	48	_____
Totals	356	_____

Score Comparison Chart

The dots and connected lines on the graph below indicate the highest possible summary of scores. Chart your self-appraisal scores to determine strong and weak areas of your nutrition education program.



Summary of Needed Improvements

1. Philosophy

2. Organization and Administration

3. Class Management and Instruction

4. Staff

5. Curriculum

6. Facilities and Equipment

7. Evaluation

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